

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here Place date stamp here. <div style="text-align: right; transform: rotate(90deg);"> Received Texas Education Agency 2014 JAN 23 PM 12:26 Document Control Co. </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Laneville Independent School District	Vendor ID # 00756001937	Mailing address line 1 7415 FM 1798 W
Mailing address line 2	City Laneville	State TX
		ZIP Code 75667
County- District # 201-903	Campus number and name 001 Laneville School	ESC Region # 7
		US Congressional District # TX-001
		DUNS # 184350619

Primary Contact

First name Brian	M.I. A	Last name Nichols
Telephone # 903 863 5353	Email address nicholsb@lanevilleisd.org	Title Superintendent
		FAX # 903 863 2736

Secondary Contact


First name Major	M.I. M	Last name Templeton
Telephone # 903 863 5353	Email address templetonn@lanevilleisd.org	Title Principal
		FAX # 903 863 5319

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Brian	M.I. A	Last name Nichols
Telephone # 903 863 5353	Email address nicholsb@lanevilleisd.org	Title Superintendent
Signature (blue ink preferred)		FAX # 903 863 2736
		Date signed



01/15/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Laneville ISD will utilize funding through the EEIP to improve educator effectiveness throughout a teacher's career. Laneville will use the funds to recruit highly qualified teachers from proven educator preparation programs and existing educators with a proven track record of student success. New and inexperienced teachers will go through a comprehensive mentoring and induction program. Throughout the school year teachers will have the opportunity to have multiple observations occur in their classrooms by administrators, instructional support specialist, and peer-teachers. The goal of these multiple observations will be to provide teachers with timely and constructive feedback that can improve a teacher's pedagogical growth.

Campus administrators will work with staff members, content specialist, lead teachers, master teachers, mentor teachers and instructional support specialist to create opportunities within the school day schedule for these individuals to observe their fellow teachers. Staff members will receive training in instructional leadership development and effective instructional practices. New and experienced teachers will be afforded opportunities to collaborate together to provide feedback and peer evaluations of effective instructional practices to improve student performance. Administrators and staff members will receive ongoing training and professional development specific to their content areas and grade levels. Laneville will use funding from the EEIP to pay for professional development for teachers. Teachers will receive training in research-based effective instructional practices as well as evaluation standards. Laneville will incorporate components of the Teacher's Excellence Initiative evaluation models and rubrics to provide timely and frequent feedback from administrators and fellow teachers on their pedagogical and professional performance. Laneville will utilize funds to allow for professional development and collaboration within the school week and time both inside and outside the school day to discuss various measures of performance.

Laneville will utilize a strategic compensation plan to attract and retain highly qualified personnel. The strategic compensation plan will target teachers in hard to staff areas, such as math, science, and special education, as well as provide stipends to teachers and staff members serving as content specialists, mentor teachers, lead teachers, and instructional coaches. Laneville will also incorporate an early retirement incentive to staff members eligible for retirement. The strategic compensation plan proposed by Laneville ISD would allow teachers to no longer be bound to the state minimum salary schedule, which the district is currently on, but afford teachers and staff to receive additional compensation according to additional responsibilities, hard to staff areas, early hire incentives, retention incentives for staff based on years in district, overall teacher effectiveness based on student achievement levels and the quality of instruction and early retirement incentive for eligible employees.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6 — Program Budget Summary									
County-district number or vendor ID: 201-903				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)	Year 2 (9/1/14 – 8/31/16)	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$357000	\$357000	\$357000	\$	\$357,000	\$	\$357,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$26000	\$26000	\$26000	\$	\$26,000	\$	\$26,000
Schedule #9	Supplies and Materials (6300)	6300	\$3000	\$3000	\$3000	\$	\$3,000	\$	\$3,000
Schedule #10	Other Operating Costs (6400)	6400	\$53000	\$53000	\$53000	\$	\$53,000	\$	\$53,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$	\$	\$0	\$	\$0
Total direct costs:			\$439000	\$439000	\$439000	\$	\$439,000	\$	\$439,000
Percentage% indirect costs (see note):			N/A		N/A	\$	\$0	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$439000	\$439000	\$439000	\$	\$439,000	\$	\$439,000
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$439000		\$439000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$43900		\$43900				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Instructional Support Specialist	1	1	\$75000	\$75000
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$5000	\$5000
20	6119 Professional staff extra-duty pay			\$252000	\$252000
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$25000	\$25000
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$282000	\$282000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$357000	\$357000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description**Year 1****Year 2**

6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 201-903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 201-903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$26000	\$26000	
(Sum of lines a, b, c, and d) Grand total		\$26000	\$26000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 201-903

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptop Computer	Instructional Support Specialist/ Mentor Teachers	2	\$500	\$2000	\$2000
	2	Desktop Computer	Instructional Support Specialists	2	\$500		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$1000	\$1000
Grand total:						\$3000	\$3000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 201-903		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (Includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$53000	\$53000
Grand total:		\$53000	\$53000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 201-903			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**170**

Category	Number	Percentage	Category	Percentage
African American	97	57.1%	Attendance rate	96%
Hispanic	37	21.8%	Annual dropout rate (Gr 9-12)	0%
White	33	19.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	66%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	4%
Economically disadvantaged	162	95.28%	Students taking the ACT and/or SAT	87.5%
Limited English proficient (LEP)	24	14%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	3	1.6%	Average ACT score (number value, not a percentage)	16.9

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	6.4	34.7%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	15.4	83.7%
White	12	65.3%	Master's degree	3	16.3%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	7	28.1%	Avg. salary, 1-5 years exp.	\$30,328	N/A
6-10 years exp.	3.4	18.4%	Avg. salary, 6-10 years exp.	\$36,508	N/A
11-20 years exp.	3	16.3%	Avg. salary, 11-20 years exp.	\$45,235	N/A
Over 20 years exp.	5	27.2%	Avg. salary, over 20 years exp.	\$46,920	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	28	13	14	14	14	11	11	9	10	7	12	6	11	8	168
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															168

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	1	1	1	1	1	1	1	2	2	2	2	2	2	20
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	1	1	1	1	1	1	1	2	2	2	2	2	2	20

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Schedule #13—Needs Assessment

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laneville ISD identified a range of needs and prioritized those needs based upon a comprehensive needs assessment. The comprehensive needs assessment is conducted by numerous district stakeholders, including administrators, teachers, staff personnel, community members, students, and parents. The district annually conducts a comprehensive assessement. This comprehensive needs assessment examined five specific data sources: Student achievement, attendance rates, drop-out rates, policies and procedures, and the evaluation of professional development activities. Laneville further utilized data related to demographics, student achievement, campus culture, alignment of curriculum, family and community engagement and staff retention to identify areas of concern.

In determining the needs of Laneville ISD. The district site-based team identified and prioritized areas of discrepancy between current levels of student achievement and teacher proficiency. These needs were prioritized through collaborative dialogue between members of the site-based team and district stakeholders. From this collaborative effort five needs were identified. These needs were then prioritized based on how they directly impacted student achievement and teacher performance and what the site-team believed were the most pressing to creating a high performing campus culture focused on college and career readiness.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The need to improve the instructional performance of teachers through intensive mentoring, comprehensive evaluation measures, content specific professional development, and time available for professional learning communities.	Funds would provide opportunities for teaching staff to receive additional professional development specific to their content areas, instructional leadership development, and additional graduate content specific coursework; release time for planning, preparation, collaboration, mentoring and coaching. Teachers would also be incentivized to receive additional certifications, endorsements, and degrees specific to their teaching responsibilities.
2.	Improving student performance as it relates to local, state, and college/ career readiness standards.	Using research-based measures to impact teacher quality and performance through early identification of specific gaps in instructional competencies needed to improve student performance, early identification and intervention of low-performing students through targeted instructional support. Resources and professional development to improve teacher effectiveness and increase student achievement.
3.	Providing competitive market-based compensation to staff. Currently, the district's pay scale is roughly \$3,000 below the average salaries in the service center area.	Ability to recruit and retain highly effective educators through a competitive compensation plan that mirrors or exceeds neighboring districts in the area.
4.	The ability to recruit and retaining highly qualified teachers from high performing education preparation programs or recruiting teachers with proven records of success in high need areas.	Incentivizes teacher pay by providing a direct correlation between increased compensation and measures to raise student achievement. Invest in human capital by rewarding teacher leadership and professional growth.
5.	The inability to provide incentives for early retirement or early hiring in order to improve staffing patterns within the district.	Provides funding for early retirement incentives to less effective teachers, while providing incentives to early hire commitments with a proven record of student success or from high performing educator preparation programs.

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Schedule #14—Management Plan

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Content Specialist	Highly Qualified in Content Area; ESL endorsement; Minimum 30 clock hours of content specific professional development or 6 hours of graduate level coursework.
2.	Lead Teacher	Highly Qualified in Content Area; ESL endorsement; Minimum 60 clock hours minimum of professional development or minimum 18 hours graduate level coursework specific to teaching discipline; Minimum Proficient Level II (Meets Expectations or Exceeds Expectations)
3.	Mentor Teacher	Highly Qualified in Content Area; ESL endorsement; Minimum 90 clock hours of content specific professional development or 24 hours of graduate level coursework. Minimum Proficient Level III.
4.	Master Teacher	Highly Qualified in Content Area; ESL endorsement; Master's degree or advanced certification. Minimum Proficient Level III
5.	Instructional Support Specialist	Highly Qualified in Content Area; ESL endorsement; Minimum 30 clock hours of content specific professional development or 6 hours of graduate level coursework.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implementation of Intensive Mentoring Program, Specific Content PD, and PLC	1. Develop & Sustain Mentoring & Induction Program	04/01/2014	08/01/2014
		2. 30 clock of PD or 6 course hours	04/01/2014	08/31/2015
		3. 60 clock of PD or 18 course hours	04/01/2014	08/31/2016
		4. 90 clock of PD or 24 course hours	04/01/2014	08/31/2016
		5. 120 clock of PD or 30 course hours	04/01/2014	08/31/2016
2.	Implementation of Comprehensive Evaluation Measures	1. Development of Teacher Performance Rubric	04/01/2014	08/01/2014
		2. Training in Instructional Leadership Development	04/01/2014	08/31/2015
		3. Minimum of 5 walk-through observations per sem.	09/01/2014	08/31/2016
		4. 1 formal observation annually	09/01/2014	08/31/2016
		5.		
3.	Implementation of Competitive Compensation Plan	1. Implement early hire incentive	09/01/2014	08/31/2016
		2. Provide stipends to qualifying staff members	04/01/2014	08/31/2016
		3. Introduce tuition reimbursement incentive	04/01/2014	08/31/2016
		4. Introduce retention incentive	04/01/2014	08/31/2016
		5. Introduce early retirement incentive	04/01/2014	08/31/2016
4.	Recruitment of Highly Qualified Teachers	1. Attendance at job fairs at IHE's	04/01/2014	08/31/2016
		2. Hiring of highly qualified teachers	04/01/2014	08/31/2016
		3. Meet with IHE faculty to identify high achieving stud.	04/01/2014	08/31/2016
		4. Advertise on websites & job boards	04/01/2014	08/31/2016
		5. Present to IHE or teacher cert. programs	04/01/2014	08/31/2016
5.	Implement Early Retirement & Early Hire Incentive	1. Eligible faculty receive incentive for retirement	04/01/2014	08/31/2016
		2. Prospective employees early commitment to district	04/01/2014	08/31/2016
		3.		
		4.		
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laneville ISD uses a continuous evaluation model that examines student performance, teacher effectiveness, campus climate, and community engagement. Based upon the previous year's data, beginning of year assessments such as the TPRI, locally developed assessments, mid-year benchmarks, and end-of-year results school administrators, along with site-based committee members develop the students and district's academic goals and objectives for the upcoming school year. The district also utilizes software programs to disaggregate student and staff data. The district uses federal, state, and local assessment data to inform and monitor student and program effectiveness. The original goals and objectives are readjusted according to student and staff data collected throughout the school year. These adjustments are communicated through both formal and informal meetings with administrative staff, parents, and members of the community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Laneville is limited in its ability to provide additional compensation based on additional duties related to instructional support and a strategic compensation plan. There is very little in the way of similar efforts ongoing as they relate to the planned project. The district does take an active approach in the early recruitment of highly qualified staff by maintaining a constant dialogue with members of local higher educational institutions, however, the district is unable to provide incentives for early hires or hard to staff areas.

Laneville will maximize the effectiveness of the grant funds by creating a continuous feedback loop that provides teachers, staff, and administrators data related to the programs initiated through the grant funds. This feedback will be provided through both formal and informal means. Student data, minutes from professional learning community meetings, and professional development records, and evaluation data will all be incorporated to determine effectiveness. The impact of the funding will be measured in relation to the impact to student achievement and teacher performance. Laneville will monitor the number of teachers and staff participating in the program, the number and effectiveness of professional development opportunities, teachers receiving additional compensation while performing additional duties, and the increased levels of student proficiencies.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Local District Data; Professional Learning Community Meeting Minutes; and Teacher Self-Reports	1.	Percentage of first year teachers assigned mentor
		2.	Average number of hours for collaboration or observation
		3.	Turnover rate of teachers assigned mentor
2.	Local District Data; Professional Development Records	1.	Aggregate score for each observation over the school year
		2.	Number of teachers and administrators trained to conduct observations
		3.	Number of teachers added for purpose of implementing program
3.	Local District Data; PLC Reports; PEIMS; Teacher Self-Reports	1.	Number of hours of professional development or collaboration per week
		2.	Number of teachers performing additional duties
		3.	Number of teachers attending institutions of higher education
4.	Financial Reports; Local District Data; TAPR	1.	Number of positions receiving additional compensation
		2.	Percentage of teachers retained from previous year.
		3.	Percentage of teachers receiving additional compensation
5.	Self-Reflection	1.	Increases in levels of student proficiency
		2.	Increased levels of instructional performance
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected via informal and formal walkthroughs by campus administrators, mentor teachers, lead teachers, and content specialist. Data collected from these observations will be disseminated during professional learning communities and formal summative evaluation meetings. Data will also be collected on the number of staff members meeting the requirements of content specialist, lead teacher, mentor teachers, master teachers, and instructional support specialist. Information gathered from observations will identify the levels of proficiency of campus educators and the correlation between teacher proficiency and classroom student achievement. Student achievement results will be collected from both local and state assessments. The various data sources available to the district include TPRI/ Progress Monitoring, student benchmarks, classroom observations, TELPAS, ITBS, student surveys, STAAR assessment data, and supplemental programs such as Study Island. The district's PEIMS coordinator will provide regular student attendance data. The program will serve approximately 20 classroom teachers and 170 students in grades Pre-K through 12.

Issues with project delivery will be addressed at both the professional learning community level among teachers, content specialist, lead teachers; mentor teachers, master teachers, instructional support specialist, and at the administrative level as well. Problems will be corrected according to the deficiency. Instructional issues may be addressed by team members of the professional learning community or mentor teachers or if further intervention is necessary administrative assistance will be provided.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The purpose of the Laneville Peer Assistance and Evaluation (Mentoring) Program is in response to empirical research that advocates improving student achievement by avoiding teacher turnover and attrition. The program will provide teachers with on-going skills acquisition and renewal throughout their careers by assigning all new hires (mentees) to consulting teachers (mentors), advanced or accomplished teachers in the same subject or grade level, who are released from classroom duties to work collaboratively to improve professional practice. Additionally, mid-career and veteran teachers (mentees) who are confronting challenges as identified through formal and informal observations may also be assigned mentors as an intervention tool designed to address instructional deficiencies. Hence, the overall foundation of the program is to develop and evolve competent teachers through a process of self-analysis, awareness, understanding today's children, and constant skill building and seeking new approaches.

The campus principal will select mentors based on an interview process, competence as defined by exemplary teaching evaluations, demonstrated relational skills, and years of service and a desire to reinvest in teaching. Each mentor will participate in an annual 30-hour training program, as well as meeting frequently to reflect on best practice, share ideas, and continue to hone skills.

Mentors will be given release time during the school day to visit classrooms, offer constructive feedback through informal visits and formal peer evaluations, and collaborate to improve pedagogical skills. A minimum of 5 visits per semester must occur. Additionally, mentees will be afforded release time to view the competent teaching of their mentor as well as team teaching together to improve practice. Moreover, release time will be given for mentors and mentees to attend professional development as a team. Mentors will receive an additional stipend

The Laneville program will be comprised of the following unit: Induction, Competency Building, and Career Pathways

Induction – prior to beginning service. Introduction to core values and goals, leadership structure, and curriculum overview, paperwork processes, classroom management, developing relationships through positive reinforcement, and teaching strategies.

Competency Building – ongoing. Participating in targeted professional development, classroom visits with follow-up feedback, team-teaching, sharing resources and ideas, and demonstrating professional competence.

Career Pathways – ongoing. Two-way discussions regarding positive thinking, professional goal attainment, and reinforcing the value of teaching as an art.

Mentees will be required to keep a journal that documents successes and struggles that have occurred during the week. Mentors and mentees will meet on Friday of each week during a common conference time to debrief the week, discuss joys and concerns, and plan for continuous improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Throughout the school year teachers will have the opportunity to have multiple observations occur in their classrooms by administrators, instructional support specialist, and peer-teachers. The goal of these multiple observations will be to provide teachers with timely and constructive feedback that can improve a teacher's pedagogical growth. Campus administrators will work with staff members, content specialist, lead teachers, master teachers, mentor teachers and instructional support specialist to create opportunities within the school day schedule for these individuals to observe their fellow teachers. Staff members will receive training in instructional leadership development and effective instructional practices. Through staff development and collaborative practices staff members will be able to analyze the TEKS, understand the importance of vertical alignment, and be able to group and connect standards. Staff members will also have a clear understanding of effective instructional practices prior to their formal observations. At least one formal observation and at least five informal observations per semester will occur to provide feedback that provides additional information to contribute to the summative evaluation. The observation rubric will look at 4 domains and designate a teacher unsatisfactory, progressing, proficient, or exemplary. Each domain will identify specific indicators that demonstrate levels of competency. Data will also be collected on classroom student achievement data and teacher and student surveys. Informal walk-throughs will be conducted routinely by fellow-peer teachers and their professional learning community members, instructional support specialist, and administrators. Goals for both pre- and post-observations will be established between the principal, teacher, and members of the PLCs. Formal observations will be conducted annually by the campus principal. Prior to these observations the teacher and principal will identify specific areas of strengths and concerns. Pre-observation goals will be based upon data collected throughout the school year, including student achievement data, peer walkthrough evaluations, and administrator evaluations. Teachers will be trained in the specific domains and indicators identifying levels of high quality instruction.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

During the course of the school year each teacher will have at least five walk-through observations conducted by the campus principal, instructional support specialist, content specialist, lead teacher, and/or mentor teacher. These observations will allow for the teacher to be provided feedback and provide valuable information towards the formal observation and summative evaluation. The formal evaluations will be conducted by the campus principal and will last at least for continuous 45 minute duration. This formal evaluation measure will be based on the Teacher's Excellence Initiative's scale. Teachers will be given an effectiveness level rating according to their performance. These nine ratings include Unsatisfactory, Progressing I and II, Proficient I, II, and III, Exemplary I and II, and Master. First year teachers will be identified as Novice teachers until the end of their first year. Teacher effectiveness will be based upon performance, student achievement, and research-based student surveys. A teacher's achievement will be rated according to student achievement data, student grades, and student discipline data. The domains addressed in the formal evaluation will include, but are not limited to, instructional practice, planning and preparation, classroom management, professionalism, improvement in student academic performance, professional development, and learner-centered instruction. The evaluation rubric used will indicate whether the teacher is identified as performing unsatisfactory, progressing, proficient, or exemplary. Indicators under each domain will establish clear and concise objectives for teachers to meet to demonstrate levels of proficiency. Upon conclusion of formal observations the campus principal and teacher will schedule a summative conference within the legal time limits to identify teacher strengths and weaknesses. Summative evaluations meetings will be conducted within the legal time limits and will address areas of both strengths and weaknesses. Throughout the school year teachers will also provide self-reports to both their professional learning community members such as campus content specialist, mentor teachers, lead teachers, instructional support specialist, and campus administrators. Teachers will utilize these self-reports to reflect on their practice and to promote professional pedagogical growth.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laneville will utilize several strategies to allow for collaboration opportunities within the school week. Several steps the district will take will include creating common preparation time for teachers, allowing teachers to share classes, using large groups, lessons, and assemblies, designating time specifically for professional development teams, and using faculty meeting time. The district may also adjust the starting and ending time of the workday. Laneville will create structures that will support these collaborative opportunities. Clarified goals and objectives will be developed to ensure the collaborative teams are able to effectively work together. The collaborative teams will identify specific goals that they will work to achieve.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laneville will plan, provide, and facilitate professional development activities based upon student achievement results on local and state assessments, data collected from professional learning teams, peer evaluations, formal and informal evaluations. Utilizing EEIP funds Laneville will be able to create time within the school day for teachers to collaborate, observe, and mentor each other on effective instructional practices to increase student performance. Based upon student achievement data, formal and informal evaluations, and meetings between staff members, professional learning communities, administrators, professional development activities and opportunities will be created to address areas of concerns or required improvement. The professional development activities will be provided in curriculum, instruction, classroom management, instructional leadership development, and content specific training. Members of the teaching staff will also have access to additional support personnel such as an instructional support specialist who will provide both in-class instructional support and outside class time.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laneville ISD will utilize the EEP funds to provide effective teachers with the opportunity to significantly increase their compensation. The strategic compensation plan proposed by Laneville ISD would allow teachers to no longer be bound to the state minimum salary schedule, which the district is currently on, but afford teachers and staff to receive additional compensation according to additional responsibilities, hard to staff areas, early hire incentives, retention incentives for staff based on years in district, overall teacher effectiveness based on student achievement levels and the quality of instruction and early retirement incentive for eligible employees. Laneville will utilize the funding from the grant program to provide early hire incentives to prospective teachers prior to June 1st of the preceding school year. The compensation plan will also allow for teacher's tuition reimbursement to institutions of higher education in content or education related fields.

In order to qualify for additional compensation teachers will be required to meet specific guidelines and duties. Each of these guidelines and responsibilities will be aligned specifically to improving student achievement and improving student performance. Teaching personnel will receive additional compensation based upon their roles as content specialist, lead teacher, mentor teacher, or master teacher designations. The beginning of the compensation plan will provide content specialist with a stipend of \$4,000 to their current base salary. Content specialist will be required to facilitate PLC meetings within their specific content area of expertise. Content specialist will collaborate with grade level teachers to ensure their content area TEKS are aligned and being covered in each grade level. The lead teacher's stipend, with an expected increased level of responsibility, will be designated at their base salary plus a stipend of \$5,000. Lead teachers will serve as the liaisons between the content specialists, professional learning communities, instructional support specialist, and campus administrators. Lead teachers will coordinate meetings, evaluate grade level data, and observe their fellow classroom teachers. Mentor teachers with even more additional responsibility will receive their state base plus \$6,000 stipend. Mentor teachers will work with novice or inexperienced teachers to increase their pedagogical growth. Mentor teachers will observe lesson plans, classroom instruction practices with a focus on deliberate practice. Master level teachers will receive their base salary plus a stipend of \$7,000. Master teachers will demonstrate a minimum level of Proficient III. Master teachers will serve as mentor teachers as well. Master teachers will conduct professional development trainings for staff members on effective instructional practices.

Staff members who demonstrate proficiency and are eligible for recommendation for employment will also be eligible for an annual retention incentive. Stipends in the hard to staff areas will begin at \$5,000.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laneville ISD will partner with both neighboring and proven educator preparation programs to recruit highly qualified staff and personnel. Laneville will attend job fairs at regional service centers and university campuses. Laneville will identify university educator preparation programs with a proven record of educator success to recruit staff members from. Laneville will use funds from the EEIP to be able to offer early hire incentives prior to the end of semesters, incentives for teachers in hard to staff areas, such as science, math, and special education, and to pay for expenses related to the recruitment of new hires. Laneville will use evidence of an applicant's degree field, undergraduate or graduate grade point average, references from mentors and former faculty members, references from previous employers and student teaching experience. Laneville will also determine the quality of the applicant based on personnel interviews and possible modeling of lessons for members of hiring committees. Laneville will also use funding from the EEIP to recruit and hire teachers with a proven track record of student success based on student achievement and qualifications. Laneville will use funds to incentivize applicants with additional certification and ability to teach a variety of subject areas.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Laneville will provide a variety of opportunities for professional growth and advancement by encouraging faculty members to receive additional training and education to prepare them for increased responsibilities as it relates to campus leadership, mentorship, and collaborative learning teams. Laneville will utilize funds from the EEIP program to pay for professional development in specific content areas, instructional leadership development, and teacher mentoring. The career pathways eligible for teachers will be based upon teacher's completion of either professional development hours or graduate coursework in their specific field. By providing avenues for classroom teachers to increase their professional competency, Laneville will look to increase its student achievement as it relates to both student performance on state and local assessments and college and career readiness.

The EEIP funds would also allow Laneville to provide tuition reimbursement program for faculty and staff. The reimbursement program would allow faculty members to attend graduate classes obtaining their Master's degree or obtaining further education valuable to the improvement of their practice. Teachers obtaining a Master's degree in secondary grade levels would then be able to provide dual-credit courses through local community colleges increasing the accessibility to higher education for our high school students.

The EEIP program would also create avenues for teachers to explore future career opportunities while still serving in the classroom. Classroom teachers would be able to visit other classrooms and work with teachers in addressing instructional performance in a safe and supportive environment. Teachers would then be able to determine whether they would like to pursue further educational degrees and certifications in order to serve as campus administrators or instructional support personnel.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the Identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence Innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a small rural district, Laneville ISD faces extreme difficulty in the recruitment and retention in highly-qualified personnel. The ability to recruit and retain highly qualified teachers from high performing education preparation programs or recruiting teachers with proven records of success in high need areas is extremely challenging. Having the available funding would allow Laneville to incentivize teacher pay by providing a direct correlation between increased compensation and measures to raise student achievement. It would also allow Laneville to invest in human capital by rewarding teacher leadership and professional growth.

Laneville often experiences dramatic turnover with first or second year teachers who move to districts with a more competitive pay structure or additional benefits. Limited in available financial resources Laneville is often unable to match neighboring competing districts, where the average base salary is often \$3,000 higher depending upon years of experience. To compete with these districts would require a tremendous increase in expenditures, which the district cannot currently afford. The innovation plan would provide valuable financial resources to the district to incentivize staff members to stay in the district preventing the loss of valuable human capital.

The reduced funding has also limited the amount of professional development teachers are able to attend. Laneville has been forced to limit the amount of professional development during the school year, due to expenditures related to the professional development fees, travel, and costs associated with the necessary substitutes. With recent funding reductions in the previous legislative sessions and cuts to the district's Title I funding, Laneville has experienced difficulty in maintaining many of its curriculum support programs as well. Over the past several years Laneville has been limited in the availability of service center support, due to lack of funding. Funds would provide opportunities for teaching staff to receive additional professional development specific to their content areas, instructional leadership development, and additional graduate content specific coursework; release time for planning, preparation, collaboration, mentoring and coaching. Peer observations and formal evaluations would provide teachers with valuable feedback on their instructional practices. Professional development would be targeted to the results from observations and student achievement data. Teachers would also be incentivized to receive additional certifications, endorsements, and degrees specific to their teaching responsibilities. Through these pathways educators would be able to continue their pedagogical growth.

The proposed practices of the plan would also hopefully accelerate the improvement in student achievement as teachers and administrators become better-equipped with the instructional skills necessary to increase student performance. The incentives to mentor teachers, content specialist, lead teachers, and instructional support specialist would provide additional support to classroom instruction and impacting student achievement, as well as college and career readiness.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beginning in the spring of 2014 Laneville will initiate both early retirement, recruitment, and early hire incentives for current and potential employees. Laneville will then work with the region service center and other professional development service providers to coordinate opportunities for educators to receive professional development in their specific content areas. During the spring and summer of 2014 school administrators will facilitate the training of new evaluation models and rubrics specific to the implementation of the grant. Both new and current employees will be provided with clear goals and expectations in the delivery of instruction.

During the summer of 2014 school administrators will coordinate professional learning teams that will span across grade levels and content areas. Teachers that receive the prescribed training and endorsements will then be identified as content specialist in their area of expertise. The content specialist will be designated to specific learning teams and will be assigned detailed responsibilities, as it pertains to curriculum, instruction, observations, and evaluations within their teams prior to the beginning of the school year. Teachers that have received the prescribed training and endorsements of lead teachers will work with administrators and faculty to coordinate professional learning team meetings, observations, and trainings for the upcoming school year. Lead teachers will be responsible to providing campus administrators with both student academic achievement data and teacher observation data. Teachers that have been identified as mentor teachers will be paired with mentee teachers prior to the upcoming school year and begin implementation of the mentor and induction program. Laneville will also utilize grant funds during the spring or summer of 2014 to hire one full-time and potential one part time instructional support specialist who will provide teachers with both in-class and outside support. The instructional support specialist will provide feedback to professional learning teams on alignment issues and instructional practices necessary for student success. During the course of the fall semester of 2014 members of the professional learning teams will gather data related to instructional performance and student achievement to guide their practices and effectiveness of the program. Adjustments will be made according to data gathered through a variety of sources. Administrators will continue communications with institutions of higher education to identify potential or prospective employees. Laneville will schedule attendance at job fairs in the spring of 2015 in order to recruit potential faculty. At mid-year of 2014, Laneville will assess the overall effectiveness of the implemented program by analyzing data from teacher evaluations, observations, professional learning team meetings, student achievement, discipline, and attendance data. The EEIP program will continue in the spring of 2015 as teachers and administrators conduct pre-formal observation meetings and formal and summative evaluations for the school year. According to their performance during the school year, Laneville administrators will begin making faculty recommendations for the upcoming 2015-2016 school year. Laneville will also again initiate the early retirement incentives for potential employees, retention incentives for current employees and work with institutions of higher education with proven records of teacher success to identify future faculty members during the spring of 2015. Laneville will utilize the early hire incentives, as well as stipends in the hard to staff areas as recruitment tools. Throughout the 2014-2015 school year Laneville will utilize a continuous feedback of data collected from teacher observations, evaluations, student surveys, student achievement data, discipline reports, and attendance to identify areas of professional development. Lead teachers, master teachers, and instructional support specialist, along with campus administrators will coordinate or conduct these training events. Teachers will be provided the opportunity to further their educational opportunities throughout the duration of the grant to increase their levels of competencies, professional responsibilities and access to higher education coursework. Laneville will utilize the grant funding to provide a continuation of services mirroring those of the first year. Laneville will assess the effectiveness of the program and make adjustments according to need.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 201-903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laneville ISD's Site-Based Committee met to determine if the grant program would be of value to the district, staff, and students. The site-based team was then tasked with surveying personnel to identify whether the majority of the staff supported the decision to move forward and participate in the grant program. After discussions with staff members and through a formal site-based meeting, the committee determined that it was in the best interest of the district to participate in the grant program.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laneville ISD is a one campus district, so participation will be district-wide.

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